



## Year FOUR Spellings for TERM 4 – Class 9

Please help your child to learn these words. Try out some of the strategies on the back of this sheet

**Go for diamond!** Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. **Every Friday we will check your progress.**

**REMEMBER: Use a range of different strategies for learning the spelling rule!**

<i>Test Date 8.3.19</i>	<i>Test 15.3.19</i>	<i>Test 22.3.19</i>	<i>Test 29.3.19</i>	<i>Test 5.4.19</i>
To investigate the 'au' digraph	To investigate the suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	To investigate the suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	To investigate the suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	To investigate adding '-ly' to create adverbs of manner.
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
caught	action	expression	musician	gently
fraught	invention	impression	optician	quickly
taught	injection	confession	magician	reluctantly
<i>regular</i>	<i>special</i>	<i>surprise</i>	<i>through</i>	<i>accident</i>
<i>reign</i>	<i>straight</i>	<i>therefore</i>	<i>various</i>	<i>accidentally</i>
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
automatic	selection	permission	electrician	curiously
audience	hesitation	admission	politician	furiously
applaud	completion	omission	technician	seriously
<i>remember</i>	<i>strange</i>	<i>though</i>	<i>weight</i>	<i>address</i>
<i>sentence</i>	<i>strength</i>	<i>although</i>	<i>woman</i>	<i>answer</i>
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
cause	stagnation	discussion	mathematician	generously
naughty	nomination	obsession	beautician	unexpectedly
author	migration	procession	physician	victoriously
astronaut	conservation	concussion	dietician	courteously
<i>separate</i>	<i>suppose</i>	<i>thought</i>	<i>women</i>	<i>appear</i>

Words in italics are other words you should know!

### Use your eyes



- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

### Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



### Use your brain



- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

### Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way  
e.g. Wed-nes-day



### Use your friend



- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger – can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

**REMEMBER: Use a range of different strategies for learning the spelling rule!**